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ABSTRACT

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing social studies curriculum in grade 1. Using short stories, field trips, and class discussions, the 11 lessons on responsibilities, rules, sharing, and litter prevention are titled I Want a Puppy, Our Responsibilities, The Leash, A Witch Story, Sharing, The Ice Cream Cone, School Rules, Book Care, A Visit to the Library, Litter, and Students Against Litter Team. The lessons aim to (1) suggest ways to demonstrate responsibilities, reasons for rules, and rules made by families; (2) identify various responsibilities and rules, individuals' responsibilities to obey rules, litter as a problem of society, and actions students can take to help stop litter at school; (3) examine individual responsibilities for sharing and various actions that must be taken in order to obey a rule; (4) resolve a dilemma involving sharing; and (5) review rules for proper book care. Each lesson includes a purpose statement, concepts to be learned, time and materials needed, student objectives, suggested activities, and black and white illustrations and patterns for transparencies. (NQA)

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CITIZEN ME

An Experiential Curriculum

for

Citizenship Education

Level One

Richard Loftin

Harris County Department of Education
Office of County School Superintendent
George M. Crowson, Superintendent
1979

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RATIONALE

CITIZEN ME

A broad goal of this project is the development of a curriculum integrating concepts of basic citizenship education with community involvement. The content and processes include such strategies as case studies, general information regarding the law, brainstorming, questioning for critical thought, decision making and valuing. This experiential curriculum provides a means of implementing the present social studies requirements that decision making and critical thinking skills be developed within the existing social studies curriculum. Additionally, an understanding of rights, liberties, and obligations of citizens; the development of outcomes identified in crime and drug education; understandings of the free enterprise system; and the application of values that lead to skill in human relationships and effective citizenship are contained in the broad scope of the project, grades K-8.

STUDENT OUTCOMES

Students should be able to:

1. Understand and demonstrate the basic elements of responsible citizenship.
2. Explain the importance of rules, leaders, and laws.
3. Develop and use criteria for voting based on desired leadership qualities.
4. Demonstrate responsibility in relation to following rules and/or laws.
5. Define crime in their own terms and give examples.
6. Describe responsibilities for crime prevention. (i.e., locking doors in cars, home; not talking to strangers or accepting rides from strangers; not leaving lunch money around; locking bicycles, putting names on personal items.)
7. Relate their understanding of crime to that of responsible citizenship.
8. Comprehend the realities of consequences of breaking rules and of criminal or delinquent behavior.
9. Demonstrate an understanding of local problems by becoming involved in the community.
10. Value the worth and dignity of self and others.
11. Display a positive attitude or respect toward their country and participation in the American political system.
12. Use models for rational decision making.

    Gather facts to aid in making difficult decisions involving conflict.

    Clarify alternative choices and consequences in decisions to be made.
13. Use the skills of:
    - A. Locating and organizing information.
    - B. Drawing inferences and tentative conclusions from data.
    - C. Formulating and applying generalizations to new situations.

Lesson One

I WANT A PUPPY

Purpose: The students will suggest ways that individuals can demonstrate responsibilities.

Concept:
1. Responsibility
2. Promises

Time: 20-30 Minutes

Materials: Copy of "I Want A Puppy"

Objectives:
1. The students will develop a basic definition of responsibility.
2. The students will identify those actions that can be taken to show that one is responsible.
3. The students will identify those things for which they are responsible.

Activities:
1. Introduce the "I Want A Puppy" story by telling the students that you are going to read them a story about a girl and something that she wants very much. Ask the students to listen to the story and find out what the girl does to get what she wants.
2. Read the story.
3. Ask the students to take a few minutes to remember as many things about the story as they can and share these things with the class. Ask the students to volunteer to tell those things that they remember about the story, "I Want A Puppy." Tell the students to listen carefully to each speaker so that they can add something different.
4. Ask the children the following questions:
   a. Why did Beth want a pet?
   b. Why was Beth's mother worried and concerned?
   c. When Beth's mother said, "You know pets are a big responsibility." What did she mean?
   d. What things did Beth do to show her mother that she was ready to take the responsibility for a puppy? What are some other things that she could have done?
   e. Before this time, what kinds of things could Beth have done to show that she was a responsible person?
   f. Why did Beth's mother need to know that the puppy would be cared for? What was her mother's responsibility?
   g. How can we show others that we are responsible people?

h. Do you think that Beth received a puppy? Why? (Teacher: Be careful to avoid injecting your own opinions at this point.)

5. Tell the students that we all have a lot of different kinds of jobs for which they are responsible. (Accept and clarify the students' responses.)

I WANT A PUPPY

There was a little girl named Beth. More than anything else in the whole wide world Beth wanted a pet. She wanted a puppy to love and to play with.

A week before Beth's seventh birthday, her mother asked, "Beth, what would you like for a birthday present?" Excitedly, Beth told her mother, "More than anything else, I want a puppy."

Beth's mother looked worried and concerned and said, "You know pets are a big responsibility. They need love and care. Do you think that you are big enough to feed and water a puppy and give it the attention that it needs?" Beth said, "I'm going to be seven and someone that old can take care of animals; besides, I really want a puppy and will do anything for it. Please, Mommy, let me have a puppy."

Beth's mother still worried. "Beth, I just can't promise that you can have a puppy. They are a lot of trouble and I don't know if you are old enough to take care of it. I'll think about it, and we will just have to wait and see."

Beth wanted so badly to show her mother that she could take care of a puppy. She went into her room and sat in her favorite chair and thought. "What can I do to show Mommy that I am a responsible person and can take care of a puppy? Maybe I could start helping her clean the house, wash the dishes, do the laundry or clean my room. Maybe I could even make up my bed in the morning. I'll do it! I'll do everything I can to show Mom that I can take care of a puppy."

So all week, Beth did everything she could to show her mother that someone who is going to be seven years old is a responsible person. She did everything that she could to prove that she could take care of a puppy.

Finally, her birthday arrived. Beth jumped out of bed and rushed to the kitchen where her mother was fixing breakfast. Beth looked at her mother and then she saw her present.

Lesson Two

OUR RESPONSIBILITIES

Purpose: The students will identify a variety of responsibilities.

Concept: Responsibility

Time: 20-30 Minutes

Materials: Transparencies

Objectives:

1. The students will identify things for which they are responsible.
2. The students will develop a preliminary understanding of the interrelatedness of responsibilities.
3. The students will classify responsibilities to self, to family, to friends or to community.

Activities:

1. Ask the students to recall the things mentioned in Lesson One for which they are responsible. When the students restate their responsibilities, ask them to identify the person or persons to whom they are responsible, i.e., to themselves, their family, their friends, their community, etc.
2. Tell the students that sometimes it is hard to decide to whom we are responsible. Inform the students that you are going to show them some pictures (transparencies) of children doing different things. They should:
   a. Identify what the child is doing,
   b. Tell how the child is showing responsibility,
   c. Determine to whom the child in each picture is responsible.
3. Show the transparencies in the following order:

Transparency	Subject	Responsibilities
1	Brushing Teeth	Self and then family
2	Washing Dishes	Family and self
3	Sweeping Sidewalk	Family, community and self
4	Putting trash in litter barrel	Community, family and self
5	Putting on a seat belt	Self and family
6	Putting on a raincoat	Self and family
7	Raising a hand in class	Friends and community

4. Be sure that the students see the interrelatedness of the people and responsibilities shown in the pictures. Ask the students to suggest what would happen if:
   a. People stopped brushing their teeth? Who would be hurt? Why?

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b. No one washed dishes? How would things be different?

c. No one swept the sidewalks and streets? Who might be hurt?

d. Everyone put their trash in litter barrels or garbage cans? Who would be helped by this? What could happen if people didn't put their trash in litter barrels?

e. Everyone wore seatbelts while riding in a car? Who would be helped by this?

f. People stopped wearing raincoats or other types of clothing to protect them from the weather? Who would be hurt by this?

g. Everyone tried to talk in class without raising their hand? Who would be hurt by this?

Extension and Enrichment Activity:

Prepare a bulletin board labeled "Our Responsibilities." Divide it into sections labeled Our Self, Our Family, Our Friends, and Our Community. Ask the students to draw a picture showing one of the responsibilities mentioned in Activity #1. When they have drawn their pictures, ask them to place it on the section of the bulletin board and show to whom they are responsible.

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T 2-2

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T 2-3

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Lesson Three

THE LEASH

Purpose: The students will suggest reasons that rules are needed and identify individuals' responsibilities to obey rules.

Concept:
1. Rules
2. Responsibilities

Time: 20-30 Minutes

Materials: Copy of the Story "The Leash"
Transparencies

Objectives:
1. The students will develop a basic definition of a rule and give examples of rules.
2. The students will identify the reasons for making rules.
3. The students will identify those responsible for making and obeying rules.

Activities:
1. Review briefly the "I Want A Puppy" story from Lesson One with the students. Tell the students that Beth received a puppy for her birthday and that you are going to tell/read them a story about Beth and her puppy Chester. Inform them that the title of the story is "The Leash." Be sure that the students know what a leash is and how it connects to a collar.
2. Read the story "The Leash" showing the appropriate transparencies where indicated in the story.
3. Ask the students to recall as many things as they can from the story and share these with the class. If necessary, use the transparencies to help them recall the sequence of events.
4. Ask the students the following questions and accept all responses:
   a. What are rules? Give some examples of rules.
   b. Who made the rule about the leash?
   c. What are some reasons that this rule was made?
   d. Was this rule unfair to Beth or to Matt? Why?
   e. Did Amy have a right to unleash Chester? Why?
   f. What responsibility did Amy have to Beth, Beth's mother, Chester or herself?
   g. What was Beth's responsibility in this situation?
   h. What would you have done if you were Beth?
   i. What do you think happened when Chester was unleashed?
   j. Do any of you ever break rules? Why or why not?
   k. Why do we have rules?

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THE LEASH

As soon as Beth received her puppy, Chester, she and her mother
(T 3-1) sat down and talked about the rules that Beth and Chester would have to follow. One of the rules agreed upon was that Chester could play in the house and in the fenced backyard, but if he went into the front
(T 3-2) yard or for a walk, he must be on a leash.

One day Beth had Chester on a leash in her front yard when she
(T 3-3) saw her very best friend, Amy. She was riding her bicycle and being followed by her dog Matt. As Amy and Matt came closer, Chester became more and more excited. Chester had never had another dog to
(T 3-4) play with. Chester and Matt quickly became good friends, just like Beth and Amy.

Chester wanted to be able to run and play just like Matt, but he
(T 3-5) couldn't, because Beth still held the leash. Chester pulled and pulled on the leash, but Beth wouldn't let go.

After a few minutes, Amy said, "Beth, you're going to break
(T 3-6) Chester's neck if you don't let go! All he wants to do is run and play. It's not fair that you choke him like that. He's just a puppy." Beth replied, "Mother and I decided on some rules for Chester when I got him and one was that he had to be on this leash when he's in the front yard." "That's a dumb rule," said Amy. "Don't you want him to run
(T 3-7) and play like other dogs?" Amy reached over and untied Chester's leash from his collar as Beth watched. Freed from his leash, Chester
(T 3-8) and Matt were able to play.

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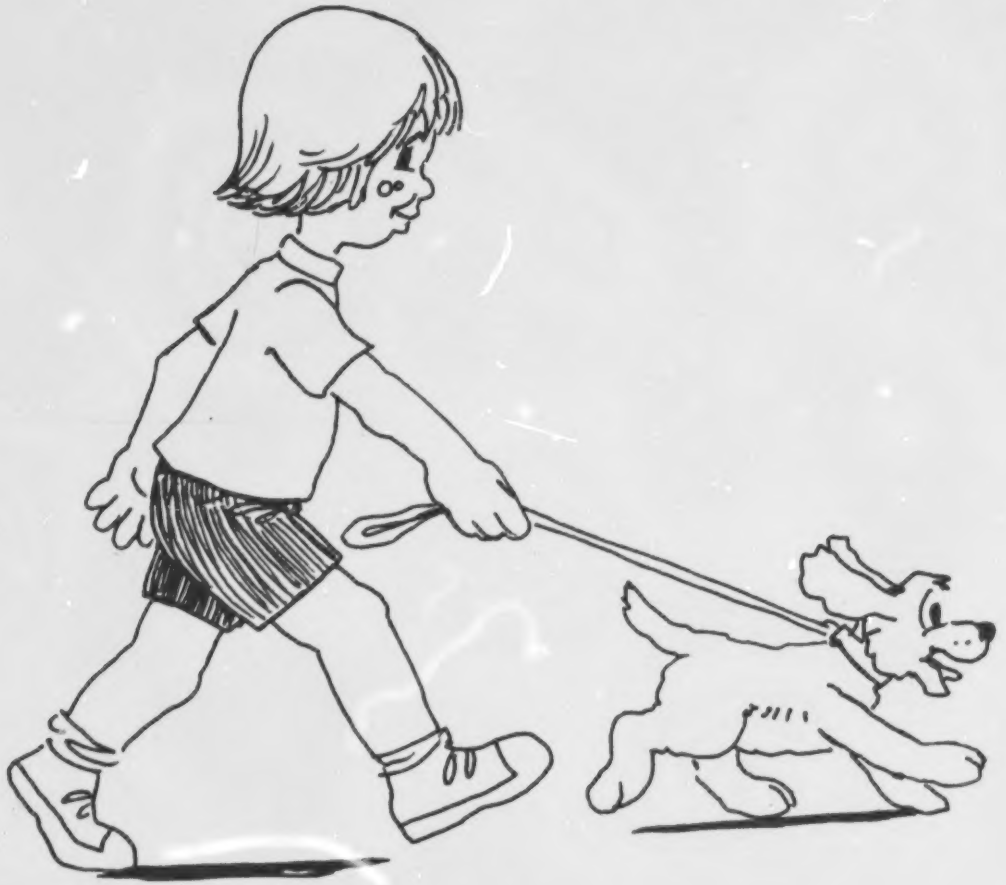

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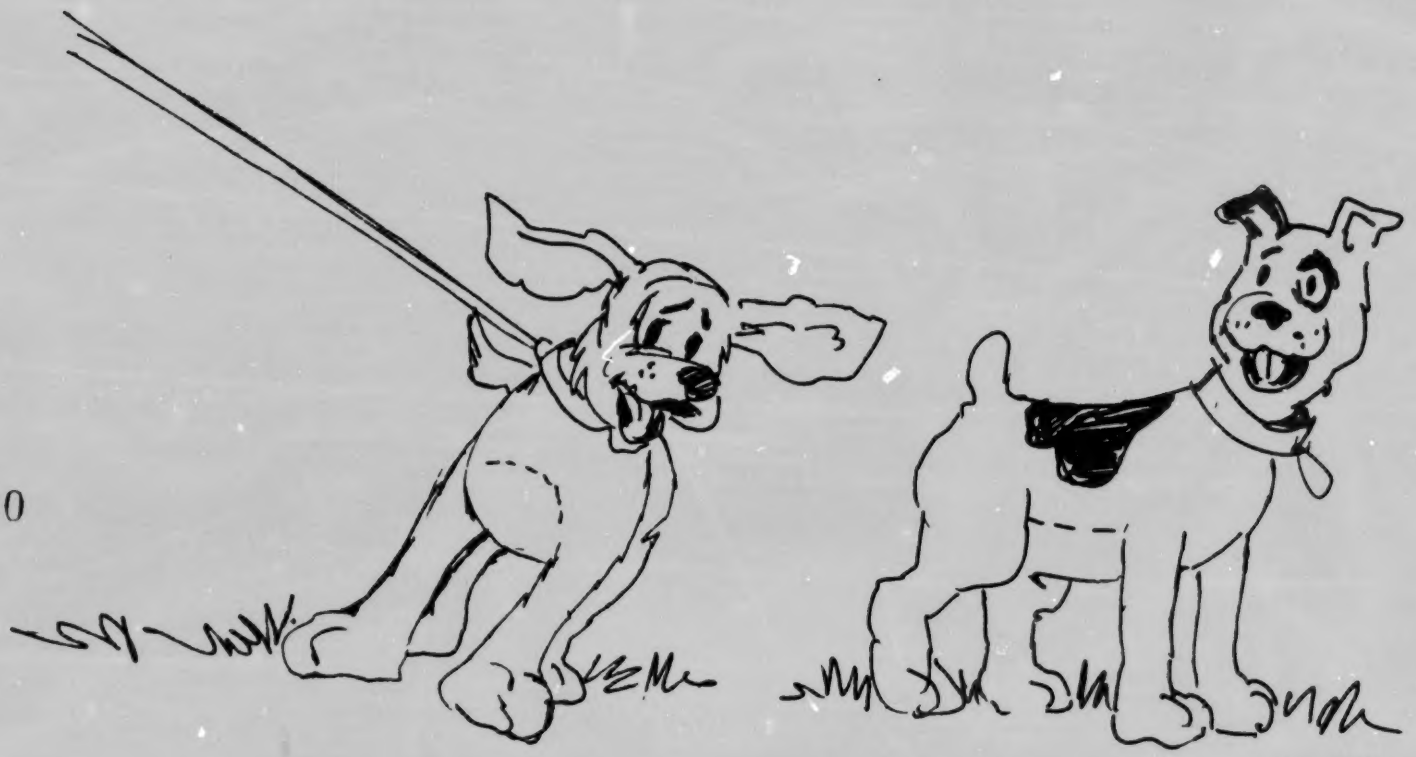

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Lesson Four

A WITCH STORY

Purpose: The students will suggest rules that families make.

Concept: Rules

Time: 20-30 Minutes

Materials: Copy of the story "A Witch Story"
Stick Puppets

Objectives:

1. The students will identify rules and the people who make them.
2. The students will suggest reasons that people need rules.
3. The students will suggest reasons that people break rules.
4. The students will suggest some rules that families make.
5. The students will identify the possible consequences of breaking rules.
6. The students will identify those responsible for enforcing rules.

Activities:

1. Review the story "The Leash" from Lesson Three. Have the students recall the rule, who made the rule and how it was broken.
2. Inform the students that you are going to read/tell them a story about rules. Ask them to listen carefully so that the class can talk about the story when it is over.
3. Read the story to the class. Use the drawings of the puppets as patterns to make stick puppets or hand puppets. Use student volunteers for each of the puppets.
4. Have the students describe the major events and participants in the story. Explain any words or phrases that they do not know.
5. Ask the students the following questions. Accept and clarify all responses.
   a. What rules were talked about in the story?
   b. Who made each of the rules?
   c. Why were each of the rules made?
   d. Do you think Lee and Brandon went for a ride with the witch? Why?
   e. Why did the brothers break other rules?
   f. Were the rules fair? Why or why not?
   g. Have you ever been asked to break a rule? What did you do?
   h. What happens when people break rules?

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i. Who has to keep members of a family from breaking rules?

j. Suppose no one would ever know if a rule was broken, is it still wrong to break the rule? Why?

Option: Have students draw a picture of the boys with Ursala the witch, showing one of the things they did.

A WITCH STORY

One rainy afternoon, Beth's mother brought home a present from her grandmother -- a book of fairy tales and witch stories. Beth was so excited, she asked her mother to read her a story from her new book. The one that she chose was "The Witch and the Brothers Clarke." This is the story that Beth's mother read to her.

There once was a happy family whose name was Clarke. There was Mr. and Mrs. Clarke, and brothers Lee and Brandon. The family always did everything together and seemed to have such a good time.

One day Lee ran into the house and excitedly said, "Mother, we're going to have a new neighbor. I just saw her and she seemed very nice. She said that she really liked little children and we could play in her yard anytime that we wanted to. I think she said her name was Ursala-the-unruly-witch."

Lee and Brandon ran back to visit with Ursala as she unloaded her belongings from her broom. Ursala asked Lee and Brandon to, "Please carry some of these things into my house for me."

"Oh, no," replied Brandon, "we have a rule that we don't go into stranger's houses."

Ursala looked hurt and said, "Why I'm not a stranger, I'm Ursala-the-unruly-witch and I like little children, but I don't like parents who always make rules and keep children from having fun. Besides, I really need help so go on, your mother and father won't know that you broke their dumb rule."

So Lee and Brandon helped Ursala unload her broom and Ursala was so pleased that she offered the brothers some cookies and milk but Lee said, "No, thank you, we have another rule that we don't eat snacks between meals unless Mother or Dad says that it's O.K."

Ursala became angry. "What do you mean? You have rules about everything! If you want cookies, you should have cookies. I've baked these especially for you and you would hurt my feelings if you don't eat any. Besides, no one will ever know."

Lee and Brandon looked at each other and then reached for a handfull of cookies.

When they had finished all the cookies. Ursala asked the boys, "Would you like to ride on my broom? I bet you've never been on one before. We can all take a quick trip around town. Just think what your friends will say when they see you riding on the broom."

Lee and Brandon looked really excited. They had never been on a broom. But Lee just shook his head and said, "Ursala, I don't want to hurt your feelings or make you mad, but Mom and Dad have another rule that says we have to ask them if it's all right for us to take a ride with someone and I just know that she won't let us go."

Ursala got so mad she looked like she was going to explode. The wart on her nose even grew larger. "All you ever do is tell me about rules!" said Ursala. "There are rules against everything that's fun. How can you have any friends if there are rules? Why, you can't do anything if there are rules!"

Lee and Brandon looked at each other and wondered what they should do. There really did seem to be a lot of rules and sometimes rules keep you from doing something that you really want to do.

Beth's mother looked at Beth and asked her, "What do you think the boys will do now?

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Lesson Five

SHARING

Purpose: The students will resolve a dilemma involving sharing.

Concept: Sharing

Time: 15-20 Minutes

Materials: Candy, pencils, apples, or some treat that can be easily distributed.

Objectives:

1. The students will suggest solutions to a dilemma.
2. The students will express their feelings about sharing.

Activities: Note: You will need some treat to distribute to the students for this activity. If candy is used, the pieces should be small and individually wrapped. To determine the number of treats that you will need, divide the class into equal groups. One of the groups should receive three treats, one group should receive two treats, one group should receive one treat and the other group should not receive any treats.

Example: Class = 25 students

Group	Size	Treats Each	Total Treats
A	7	2	21
B	6	3	12
C	6	1	6
D	6	0	-
	25		39

Suggestions:

It would be best to have 50 treats available in this case so that at the end of the lesson, each student will receive two treats.

1. Tell the students that you have a surprise for them - a treat. Ask them to leave the treat on their desks until you tell them what to do with it.
2. Walk among the students giving the first group three treats. Count aloud so that all the students know how many this group received. Give two treats to the second group, and one treat to the third group and nothing to the fourth group.
3. Ask the students who received three treats to raise their hands, followed by those who received two, one and no treats. Remind the students that they should not eat the treat yet.
4. Debrief the activity by asking the following questions:
   a. What just happened? (Have the students describe the actual process of distributing the candy.)

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b. Ask each group to describe how they felt when they received/did not receive a treat.

c. What can be done to make those who receive no treats or one treat feel better?

d. If there are no more treats, what can be done?

e. How do those who would be asked to share feel about giving up their treat?

f. What are some ways we could solve the problem? Have students select a solution and use it to redistribute the treats.

g. How do you feel now that the treats have been shared?

Extension and Enrichment Activity (Optional):

Ask the students to draw a picture showing either something that people share or how they feel when they share.

Lesson Six

THE ICE CREAM CONE

Purpose: The students will examine individual responsibilities for sharing.

Concept: Responsibilities
Sharing

Time: 15-20 Minutes

Materials: Copy of the story "The Ice Cream Cone"

Objectives:

1. The students will define "sharing."
2. The students will identify things that friends share.
3. The students will identify things that friends do not share.
4. The students will recognize that people have to share responsibility.

Activities:

1. Ask the students to define "sharing." Have them suggest things that friends share.
2. Introduce the story by telling the students that you are going to tell them a short story about something that happened to two children about their age. Ask them to listen carefully to the story.
3. Read/tell the story "The Ice Cream Cone."
4. Review the story to be sure that the students understand the sequence of events.
5. Ask the students the following questions. Clarify and accept all student responses.
   a. Who was responsible for Carlos falling?

      If the students answer that it was Beth's fault, ask these questions.

      (1) If the bicycle rack was full, where should she have put her bicycle?

      (2) Should Carlos have been watching to see where he was going?

      If the students answer that it was Carlos' fault, ask the following questions.

      (1) Should Beth have placed her bicycle on the sidewalk?

      (2) Was Beth thinking about other people when she put her bicycle on the sidewalk?

   b. Was Beth the only one responsible for the accident?

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Was Carlos partly responsible? Who was mostly responsible? (probably Beth)

c. Whose property or belongings were damaged? (Beth's bicycle and Carlos' ice cream cone.)

d. Should Beth have to buy Carlos another ice cream cone? Why or why not?

e. Should Carlos have to fix Beth's bicycle? Why or why not?

f. If you were Beth, what would you do now? What would you do if you were Carlos?

g. What are some things these friends shared?

(Answers might include: an ice cream, responsibility for the accident, a trip to the ice cream store, etc.)

THE ICE CREAM STORE

One day Beth and her friend Carlos rode their bicycles to the ice cream store. Carlos put his bike in the bicycle rack while Beth laid hers down on the sidewalk.

Beth and Carlos both bought big double dipper ice cream cones dipped in chocolate and covered with nuts. As they left the store, Carlos tripped over Beth's bicycle. When Carlos fell, he landed on the bicycle and bent one of its wheels as his ice cream cone landed on the sidewalk and began to melt.

Lesson Seven

SCHOOL RULES

Purpose: The students will identify rules.

Concept: Rules

Time: 30-40 Minutes

Materials: None needed

Objectives:

1. The students will identify school rules.
2. The students suggest reasons for following rules.
3. The students will identify those responsible for enforcing school rules.

Activities:

1. Tell the students that they are going on a field trip around the school. During this field trip you want them to think about all of the rules that they have at school.
2. Before you begin the field trip, ask the students to suggest some rules that they should follow while on the field trip.
3. Take the field trip. Be sure to visit places such as the playground, the cafeteria, the bus ramp, the library, the parking lot, the principal's office and other special places in the school. When they are in each of those places, ask the students to recall the rules that they should follow. Discuss the reasons for each of the rules.
4. Return to the classroom and review the rules identified by the students. Ask the students to suggest reasons for having rules at school.
5. Ask the students to identify those responsible for enforcing the rules.
6. Have the students discuss what school would be like if there were no rules.

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Lesson Eight

BOOK CARE

Purpose: The students will examine a variety of actions that must be taken in order to obey a rule.

Concept: Rules

Time: 20-30 Minutes

Materials: Transparencies

Objectives:

1. The students will state reasons for obeying a specific rule.
2. The students will identify a variety of actions that must be taken to obey a rule.

Activities:

1. Have the students recall the rules mentioned in the "School Rules" lesson.
2. Tell the students that one rule that everyone, including teachers must follow is to take good care of all of our books.
3. Ask the students to tell you why it is important to take care of books.
4. Tell the students that you are going to show them some pictures/-transparencies that illustrate some things that should be done to take good care of books. Ask them to use the pictures as clues to determine how this rule could be obeyed.
5. Show the transparencies in the following order and discuss:

   Transparency #1 - Keep your hands clean when using a book.

   Transparency #2 - Turn the pages of your book carefully from the top right hand corner.

   Transparency #3 - Return books to their correct place.

   Transparency #4 - Don't write or mark in books.

   Transparency #5 - Protect books from the weather.

   Transparency #6 - Use book marks to keep your place in books.

   Transparency #7 - Keep your books in a safe place when you are not using them.

   Transparency #8 - Do not try to mend a book yourself, report damage to the teacher.

6. Distribute a book to each student.
   a. Ask them to name the first thing that they should do before they handle a book. (Be sure that their hands are clean.)

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b. Have the students show how to turn a page.

c. Ask the students to tell you what they should do with the book when they are finished with it.

d. Have the students tell you some ways that they could protect their books from the rain.

e. Ask the students to show you what they would do to keep their place in the book.

f. Have the students tell you what they could do if a book needed mending.

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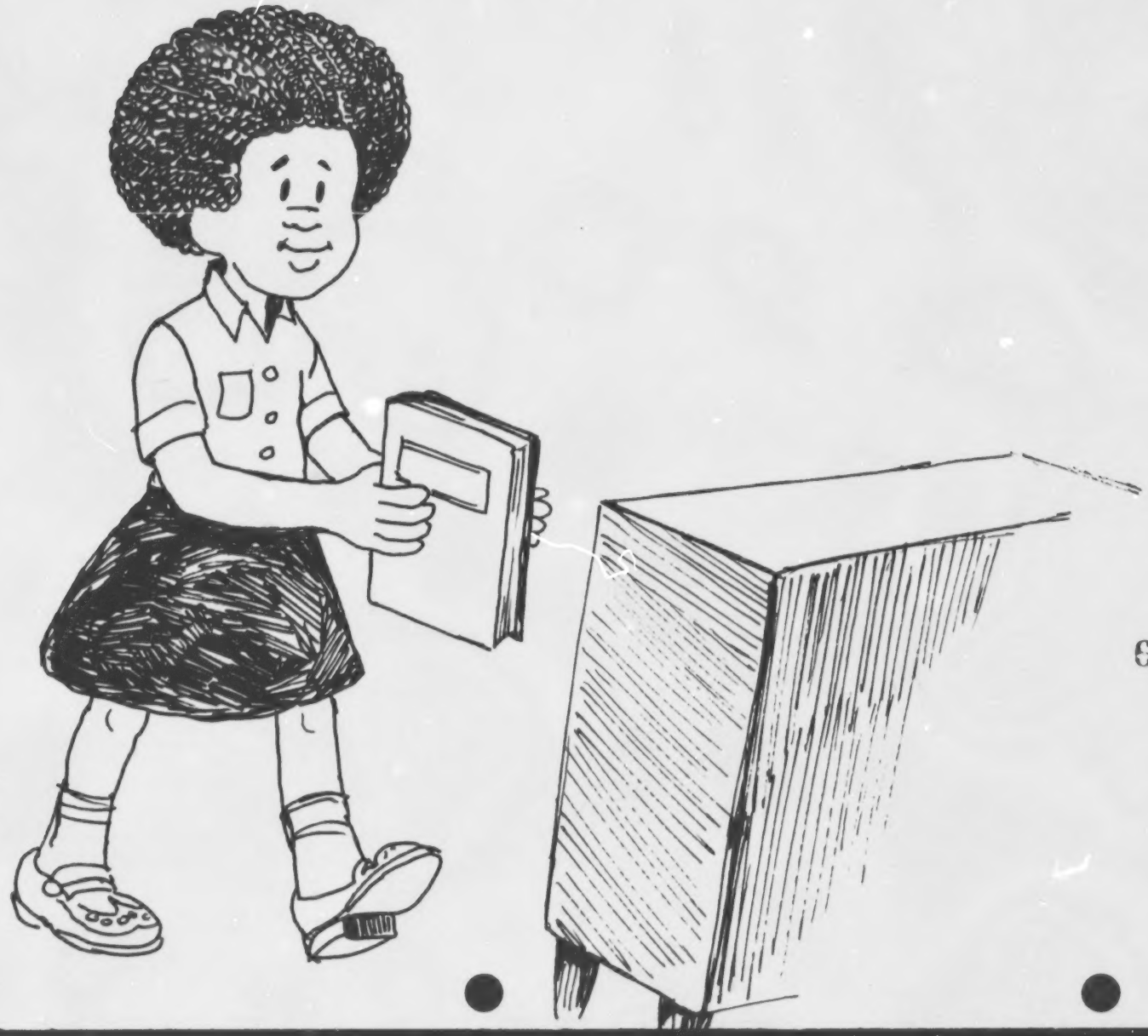

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Lesson Nine

A VISIT TO THE LIBRARY

Purpose: The students will review rules for proper book care.

Concept:
1. Rules
2. Responsibility

Time: 15-25 Minutes

Materials:
Damaged books
Supplies for mending books

Objectives:
1. The students will identify the need for obeying rules concerning proper book care.
2. The students will identify ways that books can be damaged.

Activities: Note: If your school does not have a librarian, contact the public libraries in your area for assistance.

1. Tell the class that they are going on a field trip to the school library to meet with the librarian to discuss responsible book care.
2. Have the librarian discuss with the students the following points:
   a. If circulation figures are available.
      (1) The number of volumes in the library.
      (2) The number of volumes checked out and returned each week or month.
      (3) The number of lost or misplaced books during the past year.
      (4) The approximate amount of money spent each year on new books.
      (5) The number of damaged books that:
         (a) have to be thrown away.
         (b) have to be repaired.
   b. The process used to replace lost or damaged books.
   c. The process of mending or repairing books. If possible, show the students some of the steps included in mending books. Show some books damaged by:
      (1) water
      (2) torn pages
      (3) a broken spine
      (4) marks

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(5) dog eared pages

(6) mending by the student

3. Select one of the following two activities:

   a. Have the students make a book mark, (do not use pencils or crayolas since they will mark the book) illustrating a way that they can take care of their books.

   b. Run off on duplicator paper, copies of the transparency masters in Lesson Eight. Have the students color these and name the rule that their picture shows.

Lesson Ten

LITTER

Purpose: The students will identify litter as a problem of society.

Concepts:
Litter
Rules
Laws

Time: 20-30 Minutes

Materials:
1. Bag of litter
2. Transparencies
3. S.A.L.T. Badges (one for each student)

Objectives:
1. The students will identify litter.
2. The students will define "law."
3. The students will suggest reasons for laws.
4. The students will suggest possible penalties for littering.
5. The students will identify efforts made by society to help prevent litter.

Activities:

1. Bring to class a bag filled with a variety of items (old cans, bottles, paper, etc.) that could be classified as litter.
2. Ask the students to guess what is in the bag. If they guess something correctly, pull it out of the bag and ask them to guess what else might be in the bag.
3. After a few minutes of guessing, show the students all of the items in the bag and ask them the following questions:
   a. Where do you think these things were found?
   b. How did they get there?
   c. What are some words that we could use to describe these things? (trash, junk, litter, etc.)
   d. Where are some places you have seen litter?
   e. Have you ever seen people littering? Where? What did they do?
   f. How do you feel or what do you think when you see litter or someone littering?
   g. Is it wrong to litter? Why or why not?
4. Show Transparency #1.

   Ask the students if they have ever seen a sign like this. What does it mean? What is a law? Why is it against the law to litter? What could happen to someone caught littering?

5. Show Transparency #2

   Ask the students if they have ever seen a barrel like this one? Where? What is it for?

6. Ask the students if they have seen litter on the school grounds or in the school. Where?

7. Tell the students that you want to form a team to help stop litter at school. It will be called the "Students Against Litter Team" — S.A.L.T.

8. Distribute copies of the S.A.L.T. badges to the class. Ask the students to color their badges red leaving the insides of the letter blank. This badge will identify them as members of the Students Against Litter Team.

9. When the students have finished coloring the badges, have them put their names on the back and collect them. Tell them that you will give their badges back to them tomorrow.

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Lesson Eleven

STUDENTS AGAINST LITTER TEAM

Purpose: The students will identify actions that they can take to help stop litter at school.

Concept: Rules
Prevention of litter

Time: 30-40 Minutes

Materials: S.A.L.T. badges

Objectives:

1. The students will identify litter at school.
2. The students will suggest possible ways to reduce litter.
3. The students will plan and conduct an anti-litter campaign at school.

Activities: Note: This lesson should be taught toward the end of the school's lunch period.

1. Return the S.A.L.T badges to the students and either pin or tape them on.
2. Tell the students that as members of S.A.L.T. their job is to help prevent litter. Inform them that they are going to take another field trip around the school. This time they should point out any litter that they see. Be sure to take the students to the cafeteria before it is cleaned after lunch.
3. Upon returning to the classroom, discuss with the students the various places where litter was spotted.
4. Ask the students to suggest some things that they could do to help prevent litter at school. List these suggestions on the chalkboard. Have the class select from this list some suggestions or projects that they would like to participate in. Within this list could be suggestions for a S.A.L.T. week at school, morning announcement programs, a school wide poster contest, the location of school litter barrels in the school, the monitoring of the cafeteria to determine which room leaves their table the cleanest, etc.
5. Discuss with the students classroom rules that might be followed that would prevent litter. "How can all of us help stop littering of our school?"

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